Course-based Embedded Hours Internship Log – EDLD 5368 Instructional Design

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
5368	**Instructional Design**	**15**

Description of the Assignment/Performance Tasks (see Appendix I)	Create an online course focusing on learning experiences that include Web 2.0 resources, assistive technologies and best practices for online learning.
• The knowledge you gained from the assignment. (2 points) • The relation of new information to Technology Facilitator Standards and Performance Indicators (2 points). • The relation of information gained to personal experience. (2 points) • Discussion at a critical level, not just recitation of facts. Discussion at a critical level means discussing things such as your opinion of the reading or experience, why you hold that onion, what you see wrong with the reading or experience, how you see the reading or experience is consistent or inconsistent with what you have learned so far, implications for the future, (4) • insights into the patterns of interactions of colleagues.(2 points) • group processes including: who had power, authority, or influence; who was participating and who was not, who was not included, how did you or another leader draw the silent participants out; was there confrontation, conflict, consensus, agreement, hurt feelings? (2 points) • notations addressing the affective or feeling tone evident, concerns you noticed. (2 points) • questions you have that you should research or about which you can seek expert advice from your campus-based supervisor or your professor. (2 points) • Issues that puzzle you. (2 points) (Minimum of 250 Words)	In the duration of this course, I learned a great deal about creating my own course and I really enjoyed the online course creation. I felt like a professor. Granted my class study area was nothing near a college course. I just enjoyed teaching creating classes in this new way. The idea was for us to use the backward teaching method and create a course in Schoology. I found the backwards teaching method very much my own way of planning and teaching. I always start with what I want to get across and then work my way backwards from there. I feel it's the only way to truly know what you want to accomplish in the end. Say what the goal is and then create steps of how you will get there. The Schoology website was pretty easy to use and I really enjoyed the organization. It flowed just as I would have had it. I even managed to get my fellow colleagues on it as students. It was exciting to finally get them on board with something that I was doing technologically speaking. However fun the creation of the class was, I found it extremely difficult to relate it to my current grade level. I teach Kindergarten and I felt that it could not apply to this age level. It disappointed me because I have been able to apply almost all of what I have learned in some form to my current teaching position. In dealing with Schoology, I had a concern arise. Although the site was easy and convenient to use, I wonder if it was too easy and convenient to use. I, by all means, do not want to police the world. But I wonder about the validity of classes that are presented using Schoology. How many people are teaching classes on this site and are they qualified? This brings to mind one of my trepidations of online learning. I fear that we will begin to see many people learning invalid information through online schools. I know this is already happening with students trusting everything they see on the internet, but it is scary to think that they could take a class and learn invalid information there as well. Perhaps a good deal of technology and internet education needs to be spent on deciphering and researching valid information and sources. I believe that we must invest this time with our students if we want them to be critical thinkers and learners. This starts at the very basic ages of Kindergarten in teaching these skills. While creating the online course and using the backwards model, I was able to use methods and strategies in teaching with the use of a distance learning system (TF-III.A.6). I thought this was an interesting concept and enjoying using the backwards model as I had been taught in college. Also during this course, I was able to use this online course to support professional development (TF-V.C.4). I did not make the focus of my online class that of a student nature but for my fellow colleagues. I was able to use this course to teach my fellow teachers how to use powerpoint in a virtual classroom experience.